

**THE IMPLEMENTATION OF STORYTELLING IN THE NATIVE
LANGUAGE TO PROMOTE L2 VOCABULARY IN OLDER ADULTS**

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**TRABAJO DE GRADO PRESENTADO COMO REQUISITO PARA
OBTENER EL TITULO DE LICENCIADO EN BILINGÜISMO CON
ENFASIS EN INGLES**

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1.0 ABSTRACT

This classroom project presents the implementation of the storytelling technique making use of Colombian myths and legends in order to teach the English vocabulary to older adults. For this project, we established some teaching objectives that were divided into two; general objectives in which older adults recognize the target vocabulary through verbal and non-verbal production. Also the specific objectives, for instance, the implementation of storytelling as a means to promote English vocabulary. The methodology used in this classroom project was focused on andragogy, which is the science of adult education, based on this we taught English vocabulary by using Colombian myths and legends. The participants involved were seven older adults from a retirement home in Pereira, and the three facilitators who used as instruments journals, observations and students' artifacts to collect evidence and for further analysis. The results indicated that the participants were able to remember and make use of the target vocabulary presented during the storytelling session. As a conclusion, this classroom project revealed that the use of myths and legends to teach English vocabulary was a favored technique that allowed the participants feel comfortable and use their background knowledge in their native language with the purpose of learning English vocabulary.

Resumen

Este proyecto de aula presenta la implementación de la técnica de narración de cuentos utilizando mitos y leyendas colombianos para enseñar vocabulario en inglés a adultos mayores. Para este proyecto, establecimos algunos objetivos de enseñanza que se dividieron en dos; objetivos generales en los que los adultos mayores reconocen el vocabulario establecidos a través de la producción verbal y no verbal. También los objetivos específicos, por ejemplo, la implementación de la narración de cuentos como un medio para promover el vocabulario en inglés. La metodología utilizada en este proyecto de aula se centró en la andragogía, que es la ciencia de la educación de adultos, en base a esto enseñamos vocabulario en inglés utilizando mitos y leyendas colombianas. Los participantes involucrados fueron siete adultos mayores de una casa de retiro en Pereira, y los tres facilitadores los cuales usaron como instrumentos diarios, observaciones y artefactos de los participantes recolectar evidencia y su posterior análisis. Los resultados indicaron que los participantes pudieron recordar y utilizar el vocabulario presentado durante la sesión de narración de mitos y leyendas. Como conclusión, este proyecto de aula reveló que el uso de mitos y leyendas para enseñar vocabulario en inglés es una técnica favorable la cual permitió a los participantes sentirse cómodos y usar sus conocimientos previos en su idioma nativo con el propósito de aprender vocabulario en inglés.

2.0 JUSTIFICATION

Education has an important expectation of teaching English as a foreign language to children, teenagers and adult people. Thus, people will benefit learning a second language as a result of the fact that they will have great opportunities of jobs, interacting with foreign people and to be competent among other areas that demands this foreign language. However, recent studies have demonstrated the importance of teaching to elderly. Similarly, English language teaching has showed interest in the area of andragogy, which is one of the principal methods in teaching adults. According to the World Health Organization (WHO), the concept of elderly has been constructed by the concept that each society conceive about age. However, for most developed countries, older adulthood comprises the ages from 65 years on, life stage in which people usually start receiving pension benefits. In contrast, the United Nations (UN) agreed that the cutoff age of older people is from 60 years on, being this conception accepted by countries in development.

In Colombia, national government protects this population with projects like “Colombia Mayor” that provide for elderly basic needs. In Pereira, the inclusion of such population to the educational field has been conducted through andragogy-based projects like the ones implemented by the Universidad Tecnológica de Pereira.

In addition to these concepts already mentioned, it is known that the term andragogy was used for the first time in 1921 by the psychologist E. Rosenstock in Germany, but his proposal as a teaching method was not widely accepted. Over time, andragogy was gradually adopted in Europe as the social pedagogy. Later, the Unesco (1976) recognized for the first time the theory of adult education as a necessity and allowed education to transcend beyond the central focus as was childhood and youth in the 60s. As cited in “Andragogical Model” conducted by Universidad del Valle de México in 2009, it is important to recognize as the principles of Andragogy the following: It is necessary to formulate concepts that allow to recognize the particularities of the personality of human beings in adulthood and specific to their educational processes, to design the guidelines of an appropriate didactic methodology to establish teaching and learning processes for adults (Ludojoski, 1972).

In 1981, in Colombia, the International Institute of Andragogy (INSTIA) was created, and according to Alonso (2012), this institute expands the principles and practices

of andragogy through social-educational research, offering training and postgraduate programs and the development of cooperative actions with institutions linked to the practice of this discipline. Recently, in Colombia, a project using andragogy was carried out at Universidad Pedagógica y Tecnológica de Tunja, it was conducted by Morales (2016), whose purpose was to teach and train teachers of about 50 years old to develop technological competencies; this gave as a conclusion that applying the andragogical foundations in digital training seeking for the achievement of the adults' learning needs, may facilitate a better approach to the use of these resources by this population.

At the Universidad de Antioquia, in Medellín, in the Health and Nursing area, a project called "University Classroom of Elders" (Zea, 2009) was developed. The project focused on the use of the principles of andragogy, and this appeared in response to a need to educate older adults in Medellín in the health field in order to take care of themselves in everyday life and to take care and help others around. In the local context, at the Universidad Tecnológica de Pereira, some projects have been conducted involving elderly and using andragogy as the method, these were conducted by the Semillero de Investigación In Bloom, for example, two of the projects developed consisted of teaching English vocabulary to elderly, one of them was conducted through arts and the other through games.

These studies mentioned above are of great importance because all of them have used andragogy as the method to teach older people. Besides, the fact that these studies have been conducted using andragogy as a means, give us a perspective of how andragogy is of ample relevance in the learning field, such studies serve as well as models for conducting our project. However, their purposes were different given that the first study was concerning health, the second concerning ICT (Information and Communication Technologies), the third implemented arts, and the fourth implemented games. The last two projects are similar to ours since they focus on teaching English (as a foreign language) vocabulary. Nevertheless, our project is distinctive to the previous ones since the use of the technique of storytelling of myths and legends has never been implemented to teach English vocabulary to elderly.

The purpose of developing this project is to teach English vocabulary through storytelling, which is new in our local context, following the andragogy method in order to include elder people into the learning scope in a way that this population feels autonomous during the learning and interaction process. Besides, in words of Michalos (2014),

“Storytelling is used within health care to promote well-being and quality of life”, in our case this will be done by involving elderly in language education and allowing them to be autonomous in their learning process. Additionally, in order to promote elderly’s cognitive skills such as memorization, concentration, and creativity, we will implement storytelling as the tool to teach vocabulary, and the content to be performed will be Colombian myths and legends, which are culturally attached to elderly, and will serve as previous knowledge in their native language (Spanish) and as a hook to make the process attractive and meaningful for them.

Culture-related knowledge such as myths and legends have been removed from the cultural identity of recent generations; therefore, these topics were chosen as the main thematic to be taught in our project given that this content has not been implemented through andragogy in our context. Moreover, myths and legends can be implemented from the perspective of elders previous knowledge; thus, they can interact and contribute with their knowledge, their memories and their anecdotes since this generation had more immersion in this subject and they were auditory witnesses of such tradition. An advantage of implementing this approach is to discover both problems and benefits of working with this population by inquiring about the best techniques and/or strategies that can be used depending on the needs of the learners and adapting the selected information and tools in order to make their learning process successful instead of overwhelming.

2.1 Objectives

2.1.1 General Objective

- To recognize older learners' English vocabulary through **verbal and non-verbal production**

2.1.1 Specific Objectives

- To implement storytelling as a means to promote English vocabulary
- To identify which elements of storytelling (visual aids, gestures, body language use of voice) aid in the learning of English vocabulary
- To Classify the andragogical principles that impact English vocabulary learning

3.0 THEORETICAL FRAMEWORK

3.1 Literature Review

It is widely known that learning is a lifelong process; therefore, learning is a concept that plays an important role in all individuals in spite of the age. Institutions such as kindergarten, schools and universities, where people have access to formal, academic or technological education, are intrinsically learning related. However, places like retirement homes work mostly towards third age population's medical care leaving aside cognitive development. Taking advantage of elders' free time inside these places, there are possibilities of implementing activities whose objective seeks to improve third age people's cognitive and kinesthetic abilities.

In this sense, some research studies about teaching to elderly regarding the implementation of storytelling to teach English as a foreign language will be review. To start with, Chang (2013) postulates the characteristics that contributed to the evolution of adult education since 1950 to 2000. Additionally, Chen, Sek Kim, Moon and Merriam (2008) reviewed multiple journals that deal with elderly education; both authors were focused on literature to develop their studies. Finally, Lopez et al. (2003) proposed a research study in; "How to Teach through Myths: The Teaching of Language and Literature in an Allegorical Fable.

Firstly, Chang (2013) proposes in her study Shift of Adult Education Research a descriptive analysis of the evolution of adult learning since 1950's to 2000's; Chang (2013) explains the reasons that contributed to the changes in each decade. The research is developed through the analysis of literature concerning Adult Education. The results of the study present the evolution and the basic steps of a systematic application of teaching adults,

and how other fields had contributed to create a standardized theory and methodology for teaching adults.

From the 90s to 2000 the aim of adult education was based on the solution and development of the learners in society as active participants and contributions to the social development. The findings remark the impact of the environment and the importance of educating learners to be prepared towards society in relation to the participation of adults in the development of the society. Nonetheless, the social background and the context are also crucial in the development of the learning process.

In a similar study involving society, Chen et al. (2008) in the first finding 39 of their research, demonstrated the importance of society and life context within the implementation and the creation of academic programs. This research, carried out in Taiwan, is called A Review and Critique of the Portrayal of Older Adult Learners in Adult Education Journals, 1980-2006. The study focuses on the evolution of education in adulthood since 1980 - 2006, the perspective of elderly and the demonstration of mature learners as the main base of the articles reviewed for conducting the research, during the mentioned period of time, present changes and different point of views of the experts and authors concerned to teaching adults.

The authors developed their study by using a particular method; they selected specific articles and divided them by year, type of research and origin (e.g. country). They analyzed 93 articles and the majority of the articles had North American perspectives. The authors presented the findings in two different categories. First, dividing the findings by decade, they showed how was the perception of the adult education regarding to the articles analyzed according to the changes of each decade. And finally, they presented the perspective of adult education according to the year in which the article focuses. For instance, Chen et al. (2008) determined that “Compared with the 1980s and 1990s, no articles discussed instructional strategies for older learners”. Besides, as reviewed by the authors, and considering the most

important finding “an analysis of the 93 articles published between 1980 and 2006 revealed the following general themes: First, programmatic responses are driven by the life context of older adulthood; second, older adults are seen as capable and motivated learners; and third, older adults are portrayed as a homogeneous group”.

Myths and legends have always been —and are still— present in society, in young, adult, and elderly. But, particularly, for elderly myths represent a great part of their lives, recalling how they were orally transmitted, their moral, and how they influenced their lives. The following study intends (through the implementation of myths) to foster communication skills and creativity, as well as to help individuals in the development of their personality. The name of this study, regarding the implementation of myths in the classroom, is “How to Teach through Myths: The Teaching of Language and Literature in an Allegorical Fable.” This study was conducted with school students —whose ages were not specified— in Spain by Lopez, Encabo, Moreno, and Jerez (2003) which had the purpose of retrieving the importance of the didactic use of myths as a tool in language and literature teaching as a hint to improve education.

This study aimed to work with literature in a dynamic or recreational way. Consequently, they employed strategies like: compared mythology, implemented through activities such as the design of a map in which participants included different mythologies 16 around the world e.g. Hindu, Australian, Celt, Viking, Greco-Roman; comparing the most important gods of each culture; Olympian gods, with activities like drawings of the possible representation of each god; searching the society’s current substitutes of such gods; and changing the genre to gods and discussing in groups if such gods could still perform their functions; also, analysis of myths like “Orpheus and Eurydice” or “Prometheus” through activities like giving their own interpretations, searching for historical or current similar cases related to the myth, and searching for artistic manifestations e.g. music, painting, literature

based on the given myths. The previous activities and strategies were evaluated through questionnaires, attitude scales and interviews, as well as dramatizations and group presentations.

The researchers concluded that the use of myths as a didactic tool provided students with access to both past and present relevant facts. Given the subjectivity of myths, they offer the opportunity to work on reflection and critical analysis, resulting in a hint for the development of the personality of students, and their ability to work in groups. In addition, according to the idea of validity, i.e. myths are still present and still have influence in modern society and people's daily life, they become an engaging topic for students, thus, developing together cognitive and affective factors of the students.

The previously exposed study conducted by Lopez et al. (2003) represents a great contribution to our project since they highlight the relevance and how engaging myths are when used for language teaching. Nonetheless, it is worth mentioning that this study was conducted with school students in their mother tongue class while our target population is elder people in their foreign language learning process.

3.2 Conceptual Framework

The main purpose of this section is to explore and define the fundamental concepts for this project, Andragogy, Vocabulary, Myths and Legends, and Storytelling which contribute to the general view, understanding and development of this project. Therefore, these constructs are defined by known theoretician and experts in the field such as Knowles (1970), and Smith (2002) who talk about the definition of Andragogy and how this concept has been changed over time. Lewis (1993), Wilkins (1972), Nation (2001), Schmitt (2000) who describe what it means to know a word and the different strategies that can be used for learning new vocabulary. At the end of each concept, there is a brief comment from researchers in relation to how they connect with this research study that aims to promote English Vocabulary Learning to Third Age Adults in a Nursing Home in Pereira.

3.2.1 Andragogy

This section presents an overview of Andragogy and Pedagogy for understanding the difference and similarities that are important, though; the idea is to focus on relevant aspects that contribute to the teaching/ learning characteristics of adults. Another important fact to highlight is the role that andragogy played in North America and Europe where many educators focused on the implementation and the understanding of this teaching theory. Also, this paper presents historical events that will help the reader to understand the roots and the intention of Andragogy, in other words, how this theory created an important contribution to elderly education in the 20th century.

3.2.1.1 History of Andragogy

To understand the contribution of Andragogy in teaching and learning theories concerned with adult learners; Knowles (1970) presents a wide view of the events that participated in the construction of Andragogy. Before World War II, educators were concerned just with the implementation of pedagogy. Laboratory experiments with children were exclusively focused on pedagogy and its contributions to the development of their learning processes. All the applications and investigations concerned with the topic began in Europe in the seventh and twelfth century and later in the nineteenth-century pedagogy started concerning and being applied in North America.

In 1921 the term andragogy reappears with the German sociologist Eugen Rosens-tock, he affirms that the theory were not applicable for adult persons and proposes that the adult persons have to acquire new knowledge in contexts similar to the real life and relate learnings to the performances and workmanship, this means that the adult learners must relate concepts with their moment. Knowles (1970) also presents that after the World War II educators began interested with adult education implementing pedagogy in their academic process, but during their activities educators got to the conclusion that their methods were not appropriate for learners, this was the base to understand that teaching adults was not the same that teaching children. Knowles (1970) states that in the 1920s adult learning started to be organized systematically and the problems continued since the pedagogical model was not giving the results that most of the educators were expecting.

Between 1929 and 1950 a variety of publications in relation to adult learning started giving more bases to a new learning theory. The most relevant publication was in 1950 by Knowles called *Informal Adult Education*, in this book the author stated the principles related to the adult learning. In 1960, this theory achieved curiosity in other authors and educators; for instance, authors like Cyril O. Houle in his book *The Inquiring Mind* (1961) proved that scholars began to show interest in the development of an adult learning theory by working in the field and comparing the methodological aspects of pedagogy with teaching adults. (Knowles, 1970).

Since the impact had effect in the academic field, Europe educators felt the necessity of giving a name to distinguish the adult learning theory from pedagogy giving birth to the term Andragogy. To sum up, pedagogy as a base of education contributed to the construction of other theory concerned with the academic development of adults. Having in mind a historical background; Andragogy will be defined in a deeper perspective.

3.2.1.2 Defining Andragogy

Knowles (1970) defines andragogy as “the art and science of helping adults learn” (p. 43); and Pedagogy as “the art and science of teaching children” (p. 43). Both definitions

explain the role of theories in teaching. Children are dependent on the teachers and the methods of implementation must be focused on teaching and guiding the learner. Different from children, adults need to have a base and help to develop their learning process, teachers are facilitators and guide the path of learners. By the other hand, Reischmann (2004) defines three forms to understand andragogy. First, in some countries there is a conception about andragogy as an academic approach for adult's learning. In this sense, Andragogy is the comprehension science (theory) and the support (practice) to the permanent education of adult learners.

Secondly, in the United States "Andragogy" in the theory of Knowles, it involves a theoretical-practical approach, based in a humanistic conception of self-directed learners and teachers as mediators of the learning process. Thirdly, in a wide sense, andragogy can be a variable meaning from the "practice of adult education, desirable values or specific teaching methods, reflections, academic discipline and contrary to childhood pedagogy, declaring to be something better only for adults education" (Reischmann, 2004).

Finn (2011) postulates that "the foundation of the term is in based upon the assumption that adults and children learn differently" (p. 36). As it's cleared that children and adult need different methods of learning teaching Finn (2011) supports its definition with the assumptions that Knowles (1984) presents as the structures of Andragogy.

Andragogy has important aspects that differentiate it from Pedagogy mentioned by Knowles (1984) in development of five crucial assumptions as of the main characteristics of adult cognitive development during the learning process. The fifth assumption is the newest assumption that Smith (2002) explains that was added later by Malcolm Knowles:

3.2.1.2.1 Self-concept. In this aspect, the learners have the sufficient matureness to pas from a dependent learner to a self-directed learner.

3.2.1.2.2 Experience. Adult count with a big range of experience and development during their lifetime which becomes a good tool for teachers to use for the learning process.

3.2.1.2.3 Readiness to Learn. Adults readiness to learn increases during their development in terms of their social role.

3.2.1.2.3 Orientation to Learn. Since many adults are used to different learning process it is important to achieve learners to understand and deal with new methodologies.

3.2.1.2.4 Motivation. Referring to adult motivation, their motivation is definitely internal.

The five assumptions previously explained are the base and the goals that andragogy provide to the educators to apply with the adult learner, being also a point of differentiation between pedagogy and andragogy. (Knowles, 1984)

3.2.1.3 Andragogy vs. Pedagogy

According to Reischmann (2004) the debate about andragogy as a comprehensive theory for older adults seems to be focus in a limited situation or determine teaching process since many educators of older adults seem not to need the label of “Andragogy”. However, other authors like Savicevic, Henschke and Reischmann said that different from Pedagogy, Andragogy is a discipline that its aim is the study of teaching and how old adults are exposed to learn. Knowles cited by Jarvis, (1987) graphics the contrast between Pedagogy and Andragogy for a wide understanding by creating a chart will explain the differences of both theories. Figure 1 will show a comparison between them according to the previous aspects mentioned:

Figure 1: A comparison of the assumptions of pedagogy and andragogy following Knowles. (Jarvis 1985.p.51)

	Pedagogy	Andragogy
The learner	Dependent. Teacher directs what, when, how a subject is learned and tests that it has been learned	Moves towards independence. Self-directing. Teacher encourages and nurtures this movement
The learner's experience	Of little worth. Hence teaching methods are didactic	A rich resource for learning. Hence teaching methods include discussion, problem-solving etc.
Readiness to learn	People learn what society expects them to. So that the curriculum is standardized.	People learn what they need to know, so that learning programmes organised around life application.
Orientation to learning	Acquisition of subject matter. Curriculum organized by subjects.	Learning experiences should be based around experiences, since people are performance centered in their learning

Jarvis (1987) recuperates the main aspects of both theories and contrast them in a way that Andragogy and Pedagogy show how both have the same goal which is teaching, and how the application and the aspects to consider during both implementations change depending on the target population (e.g. children of adults). Andragogy and Pedagogy share similarities as the goal of teaching and learning in a certain population. When referring to the type of population and what to consider the differences appear and the importance of comparing them becomes relevant in the description of Andragogy. In relation to the new concept, comprehensible input becomes a tool of what is going to be given to the learners and the benefit and contribution of it in their cognitive process.

3.2.2 Vocabulary

An essential component of communicative competence is vocabulary or word knowledge which is important for production and comprehension in the learning of a second language (Coady & Huckling, 1997). It has been considered by numerous authors, that learning a second language requires learning its vocabulary and that learners who do not have sufficient vocabulary knowledge cannot understand others or even worse, express their own ideas. One of these authors, for example, puts it in these words: “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111). In this way, it becomes necessary for second language learners to acquire more productive vocabulary knowledge by developing at the same time some strategies to learn it. Lewis (1993) refers and supports this important matter when he expresses that “Lexis is the core or heart of the language” (p. 89) because even without grammar, students manage to communicate just with some words and expressions. Therefore, vocabulary has such an important role in the language that it should be included in all the process when teaching a second language as the main root of the language itself. The online dictionary from Cambridge university press (2015) defines vocabulary as the words that exist in a particular language or subject that are used by a particular person. This definition enhances the term of vocabulary due to the fact that vocabulary is not just about to know the meaning of a word but to know the different meanings of a word in different fields or settings. Now, the question is, what does it mean to know a word? In order to give it a proper response, some aspects that involve knowing a word will be mentioned below.

3.2.2.1 Knowing a word

Vocabulary knowledge is more than simply introducing a word into students’ lexicon; this goes beyond, as it considers some specific aspects of the word. For instance, Qian (1999) argues that when learning a word, it is necessary to include the knowledge of pronunciation, spelling, multiple meanings, contexts in which the word can be used, the frequency with which it is used, morphological and syntactical properties and how that word combines with other words. In the same fashion, Nation (2001) agrees with this concept as he defines “word” in three significant aspects that he considers teachers need to be aware and focus on; those are: form, meaning, and use.

3.2.2.1.1 The form: It is important to know the pronunciation of the word, that is to say, “the spoken form”. Besides, it is necessary to know the spelling of the word which refers to “the written form” and likewise any word parts such as prefix, root, and suffix.

3.2.2.1.2 The meaning: The form and the meaning work together. This indicates that the concept of the word and the item that it refers to always go related. In other words, the meaning includes the mental associations that are produced on mind when people are thinking about some words or expressions.

3.2.2.1.3 The use: It is defined as the grammatical function that a word or expression has, answering to where, when and how can the word be used. It also concerns to the constraints that the word may have in terms of frequency, level, and so forth.

To explain this in few words, in accordance with Nation (2001), people can understand a word from any language not only by learning how to pronounce and spell it but also by considering its semantic meaning and pragmatic use.

3.2.2.2 Vocabulary learning strategies

As it has been presented above, some authors have considered the understanding of vocabulary from the form, meaning and use. Nonetheless, some other researchers have proposed many classifications of vocabulary learning strategies for people to learn new words and to include them in their repertoire. Schmitt (2000), meanwhile, developed a wide-ranging of strategies for learning vocabulary which is analyzed in depth below. Schmitt (2000) considered two main groups of strategies, Discovery strategies, and Consolidation strategies. The author also proposes a taxonomy in which he classifies five subcategories which are attached with the two previously mentioned, these are determination strategies and social strategies (Discovery strategies), and memory strategies, cognitive strategies and metacognitive strategies (Consolidation strategies).

3.2.2.2.1 Discovery strategies: Learners discover through some strategies, how to learn a new word. As the word is being encountered for the first time, learners must use their

knowledge of the language, contextual clues, or reference materials to figure out the new meaning.

3.2.2.2.2 Determination strategies: These are the individual learning strategies,

3.2.2.2.3 Social strategies: Learners learn new words through interaction with others.

3.2.2.2.4 Consolidation strategies: When a word is encountered, then it is consolidated, this means that once the learner has been introduced to a new word, it is worthwhile to use other strategies to remember the word and to avoid forgetting it.

3.2.2.2.5 Memory strategies: Students associate their background knowledge with the new words they are learning. Purpura (1994) determines six strategies that conform storing and memory strategies, which are: a) repeating, (b) using mechanical means, (c) associating, (d) linking with prior knowledge, (e) using imagery, and (f) summarizing.” (p.9)

3.2.2.2.6 Cognitive strategies: These are more mechanical means than mental processing. Schmitt (2000) presents the idea of having mechanical elements that learners develop, like personal notes, diaries, journals, among others, in order to study vocabulary. For instance, Kiewra (1988), presents the use of taking notes as a strategy that contributes to the cognition and the facilitation of language learning, specially stimulating the location of vocabulary “in long-term memory, holding and manipulating the attended information in working memory, encoding ideas into long-term memory, and transcribing relevant notions” (p. 41)”. What implies a change of the storage of the new vocabulary that the learner acquires in order to consolidate it by retaining it in the long-term memory.

3.2.2.2.7 Metacognitive strategies: These strategies ask students for monitoring, decision-making, and evaluation on their progress. Schmitt (2000) highlights these two strategies as the set of general classification. Once the discovery strategies have been used to encounter a new word, it is required to use the consolidation strategies to strengthen and include it into the repertoire.

It is important to clarify that social strategies could be part of both discovery strategies and consolidation strategies since you can encounter a word from the social interaction, but you also can reinforce and practice it through group work (Nation, 1977). Finally, it must be said that each learner of a second language can select the appropriate strategy which best suits its own learning style.

Although using strategies represents the conscious way to learn new words in a language, there are some other research that has analyzed the unconscious way to do it. Consequently, a debate between incidental vocabulary and intentional vocabulary has just started. These last two terms represent, in other words, vocabulary learning with and without intention to learn it.

3.2.2.3 Incidental and intentional vocabulary learning

When talking about incidental learning, it is made reference to the process of learning something without the intention of doing so, or it also could refer to learning one thing while intending to learn another (Richards & Schmidt, 2002). According to Ahmad (2011), Incidental vocabulary guarantees a deeper mental processing and better retention of words since learners get easily involved in the process of deciphering the meaning of a word towards the clues provided by the context. Students start to think about the new words involving cognitive processes in order to retain those words for a longer period of time, so it is possible to understand not only the meaning but also the grammatical patterns, common lexical sets and typical association of the word with the context. Hulstijn & Laufer, (2001) support the idea of vocabulary retention when they explain that the words that learners encounter in incidental vocabulary learning will be retained in the long-term memory and could be used more confidently in different situations.

On the other hand, intentional vocabulary learning does not result effective for some authors. In fact, since it is more based on synonyms, antonyms, word substitution, multiple choices, scrambled words, and crossword puzzle regardless the context, learners are more prone to rote learning (Ahmad, 2011). This means that there is not a real cognitive process and that very few words can be learned and transformed in an active process.

These two terms have been researched recently, and as it was described before, it seems

that the first one has some advantages over the second one in terms of cognition. Nevertheless, both are valid in any way for learning vocabulary.

To conclude, vocabulary learning comprises an important part of the language that goes beyond than simply memorize the literal meaning of a word. On the contrary, it implies a cognitive process which is accompanied by the use of some strategies to make easier the acquisition of new words. Incidental vocabulary has been just a new term which means learning vocabulary without having planned to learn it, but it also requires having been exposed to any other cognitive training. The challenge is to discover the type of strategy that learners can use to learn vocabulary according to their needs and learning skills.

3.2.3 Myths and Legends

Myths and legends have been part of the folklore of all the cultures around the world. Each culture has adopted them differently and they have a variety of origins and conceptions, but it is summarized to popular narratives and beliefs that transcend from one generation to another and that have been perpetuated in time giving sample of the origin and development of every civilization. Approaching then to more precise concepts of these two terms, some authors defined that:

Myths and legends usually address relevant issues such as the origin of humanity and its survival; they also help with the continuity and stability of a culture. They promote values, customs, rituals and retell history (Clark, 2004). The author also presents a definition of each concept: Myth is a fable; a fictional or imaginary person or thing, and an old story about imaginary people; a commonly believed but false idea, an ideology. Legend is a traditional story of the past that is based on real events, people, places, historical but not verifiable. A story that has been passed down for generations, especially one that is presented as history (Clark, 2004).

Taking the concepts to a definition less subjective and more etymological, Albalat (2006) defines mythology as the ideal explanation of things (myth), in contrast to this, the rational explanation (logos) clarified it. We observe that our beliefs and traditions have been largely inherited and/or taken and extended to other lands and cultures from the cradle

of civilizations like Greece. In contrast, there are other theories that focus on the reason of myths and legends, their origins from the social and from the conception in the thoughts of men, and their relationship with nature.

Vitaliano (2007) brings this idea: some myths are the result of man's attempts to explain remarkable features of his environment, such as striking relief or unusual smaller features, while others try to explain striking natural processes like earthquakes, volcanic phenomena and floods. Local myths have been useful for solving geological problems, and even geological nomenclature is due to mythology.

As it can be noticed, from these concepts different authors have their own theory and definition, which provides diverse points of view and helps us in the realization of this project. As it has been stated by most of the authors, myths and legends are defined as part of a cultural tradition, as the reflection of a civilization. We, in our project, observe the same conception reflected, and through it we want to include this tradition in the learning process of elderly since in this way they can evoke perspectives of their lives in previous situations. This is a cooperative work in which both learners and teachers have an exchange of knowledge where elderly return to those cultural and traditional concepts that may have been part of their childhood. Besides, it is relevant to use myths and legends as previous knowledge for the acquisition of vocabulary in English, it is motivating to explore this perspective in which adults can have better reception of new information as they probably activate memories that help them identify and relate concepts, activities, events and elements that contribute to their learning process.

3.2.4 Storytelling

Michalos (2014) affirms that “Storytelling has an important role within human culture. People from all over the world usually tell stories in relation to their values, traditions, experiences, and actions”. In this sense, storytelling is a significant means by which culture and traditions of other regions or places can be known, preserved and expanded.

Different from the previous definition, and related to personal development and communication, Storytelling Arts (2015) states that “storytelling is one of the oldest traditions of mankind and is an unique way to enhance literacy and communication skills,

build self-esteem, and so much more”. Based on the previous information, it can be concluded that storytelling has a lot of advantages that must be considered when teaching a language as it is an useful tool for communication.

Michalos (2014) also explains that storytelling is a tool for communication; it is as well an activity and a process of telling a story in which the storyteller interprets and connects different periods from his or her life. In other words, the speaker makes an authentic performance. The author also stated that “storytelling is used within health care to promote well-being and quality of life. Storytelling may be performed as a spoken or written story of connected events, but also as dramas, pictures, or dances.”

Taking into account the authors’ insights, through storytelling, individuals tell stories regarding different occasions, which are regularly related to their lives. Telling stories to others can reinforce one's identity and accelerate problem solving, which gives prosperity and quality of life. Finally, in terms of the participants of the project, the retirement home did not provide enough information to confirm that elderly present problems of identity, but as it has already been mentioned, storytelling helps individuals to reconstruct their own identity or feel identified with their quality of life; then, it is possible to assume that at the moment they are exposed to storytelling activities, they will remember events of their life which can help them rebuild their own identity.

In order to complement the previous concepts, Phillips (2013) stated that “Storytelling is an oral art form where a teller performs a story with a live audience. In this understanding there is no book present to separate the relationship between the teller and the listener (Stories of telling, telling stories: Teachers negotiating the role of storyteller)”. According to the previous information, storytelling is an art; therefore, it is important to note that this project is significant not only because of the learning process of elderly, but also for the challenge the facilitators encounter, considering that they are newcomers with the implementation of storytelling.

Similarly, the National Council of Teachers of English (1992) proposed that *Traditional storytelling draws upon familiar and strange forms: fables, folk tales, riddles, fairy stories, myths, conundrums, and is performed, (not read aloud). Told well, stories immerse younger and old listeners in rich social, cultural, historical and anthropological*

content, shaped to engross and encourage wonderment in their listeners. Children, as storytellers, 'become aware of how an audience affects a telling, and they carry that awareness into their writing' (p. 2)

That is to say that storytelling is one of the most useful teaching activities and that this can be implemented for common benefits in view of the fact that it has many advantages for learners as the ones mentioned above. Regarding language education, Zhan, Ahmet, Erdem, Aflkin and Osman (n.d.) argued that:

"Storytelling provides students with a sense of history, experiences of listening and turn-taking, a sense of community, the ability to imagine, listening, an understanding of characters and how to give them shape and shading, a knowledge of sequencing and story structure".

In that sense, storytelling contributes greatly to the teaching and learning process of English as a foreign language (EFL) since it enables learners to develop social abilities and language skills.

4.0 METHODOLOGY

The implementation of this classroom project took place at Hogar del Abuelo Divino Pastor in Pereira. The population was conformed by 6 elderly between 56 and 85 years old and the teacher in development, which were three students of Licenciatura en Bilingüismo con Énfasis en Inglés from the Universidad Tecnológica de Pereira. In this specific project, the practitioners worked relied on the andragogy method to approach vocabulary teaching associated to national and well-known myths and legends through the technique of storytelling using Spanish as the input Language. Making in the implementation an affable contact with elderly in pursuance of elders' cognitive development as well as serving as complementary activities and programs whom elderly had relation with inside the retirement home.

4.1 Context

The term teaching itself means a challenge through history there have been developed techniques that facilitate teaching and learning. Generally focused on children, adolescents, and young adults, but rarely focused on teaching to older adults or the third aged. During the last century there has been much more inclusion with this generation of people who through their knowledge and experience of life can still be very productive and contribute to the community. An example of the inclusion of such community in the local context is the process started by the Semillero de Investigación In Bloom where different practitioners conducted English classes in different retirement homes in order to teach English vocabulary to older people through diverse techniques, such as games and arts. The World Health Organization considered the third age as the last stage in the human life which begins around of 65 years old. In countries such as Colombia, elderly stage is considered to start about the 60s (Ley 1276 de 2009). Even though the care of elderly in Colombia has been a topic that has not showed results, the Colombian government started a program in 2013 called "Colombia Mayor"; the purpose of the program is to increase the protection of elderly in Colombia, and it consists on a bimonthly subsidization in order to pay their basic needs. In Pereira, there are almost 46 "Centros de Bienestar del Anciano"; most of them are sponsored by the local government even though there are some that are paid by the citizens. One of these "centros de bienestar" is the Hogar del Abuelo Divino Pastor where this classroom project took place by the implementation of English class sessions where three students from

the Licenciatura en Bilingüismo and some adults from the previously mentioned retirement home were involved.

4.2 Setting

The implementation of this project took place in Hogar del Abuelo Divino Pastor located in Pereira. It is a retirement home supported by private donations, public contributions made by the town hall of the city and the families who pay to this place for taking care of their relatives. 46 elder people live in this place together with the staff in charge of the place, who are nurses taking care of elders' medicines and treatments, a monthly visit done by a doctor and a person in charge of the administrative area. Inside the retirement home the exposure that elderly have had to English input had been provided by some former groups of practitioners from the Licenciatura en Bilingüismo.. One of the projects carried out in the nursery home consisted of two hours of English a week through the implementation of arts. Another one consisted of two hours of English a week through the implementation of games and multisensory approach.

Although project's formal aspects in terms of linguistic outcomes, procedures, instruments differs from the one that new practitioners implemented about storytelling using Spanish to teach vocabulary in the target language English, both of them follow the same conceptual relation towards andragogy and adult education performing the role of observers, developers and implementers.

4.3 Participants.

Two diagnostic visits were carried out at the retirement home. In the first visit, it was possible to observe the target population, the place, the environment, and also it was possible to ask the elderly who of them were willing to participate in the project. In the second visit, we were able to interview the elderly in order to collect information about their willingness to participate in the project, the background knowledge they may have about English, the activities they enjoy doing, and the physical limitations they may have. We used that information collected in the interviews to design appropriate, and appealing lessons with engaging activities for them. Furthermore, the population involved in this project is an adult population from the retirement home Hogar del Abuelo Divino Pastor, and three practitioners who were implementers, designers and observers.

4.3.1 Elderly learners

The implementations of this classroom project was carried out with a sample of 6 adult participants from a total population of 46 elderly, with an average age of 56 to 85 years old. According to the information provided by the retirement home, most of elderly tend to be sedentary mainly because of kinesthetic limitations. Also, they presented visual and aural limitations, and their attention span was short. Additionally, the assumption of elderly low level of proficiency in English at Hogar del Abuelo Divino Pastor gave an opportunity to implement with them the andragogy method to teach English classes. Based on elderly's behavior and participation observed in the first session, the sample of this population was selected in order to collect information for data analysis and reflection.

4.3.2 Practitioners

The practitioners in charge of the implementation of this project were three students of ninth semester of the Licenciatura en Bilingüismo con Énfasis en Inglés from the Universidad Tecnológica de Pereira. These students developed the roles of designers, implementers, and observers. The role of each facilitator varied according to the development of each session, i.e. in a given session, one practitioner assumed the role of implementer, but in next sessions this practitioners assumed the role of observer. Based on the first observation and the questionnaire implemented in the first session, the practitioners decided the methodologies for conducting their following lessons.

4.3.3 Design

To conduct this project, practitioners focused on the method and practice of andragogy inasmuch as it is “the art and science of helping adults learn” (Knowles, 1970). Since elderly were already familiarized and engaged with myths and legends in their mother tongue, practitioners implemented the technique of storytelling making use of their mother tongue, which is Spanish, in order to teach English vocabulary such as nouns, adjectives, verbs, and also some contextualized language chunks to elderly. Such technique was selected given that first, storytelling has always had an important role in culture due to its relation to values, traditions, and experiences (Michalos, 2014); second, it is a well-known communication tool which enhances literacy and communication skills, and its performance may vary from a spoken or written story to dramas, pictures, or dances; finally, according to Michalos (2014) storytelling reinforces people's identity and enhances problem solving abilities which provides prosperity, well-being, and quality of life.

4.4 Development and implementation

The aim of this project was to teach English vocabulary through the exposure of Colombian myths and legends used in the participants' mother tongue (Spanish) to a group of elderly from the retirement home Hogar del Abuelo Divino Pastor. In order to create a comfortable and entertaining environment, the classes were implemented using the most common myths and legends of the region by using materials such as flashcards, posters, puppets, and puzzles; thus, they were encouraged to learn and participate.

Taking into account the previous statement, the main purposes of implementing storytelling with elderly were: First, to acquire English vocabulary about what they already know in Spanish regarding Colombian myths and legends. Second, based on the information previously mentioned, some elderly tend to be sedentary; therefore, another objective of this project was to work on strategies to increase elders' imagination and to practice their cognitive abilities. Finally, the project was implemented in 6 weekly sessions of two hours, in which we were active monitors and observers of their learning process.

The implementation was divided into three main first, the pre telling stage in which the participants presented all the target vocabulary through different activities such as asking simple questions for the participants to predict which was the myth that was going to be told latter on, showing some flashcards with images and the written form of the target vocabulary and make the participants to repeat them, and finally to make the participants produce some artistic materials such as painted draws, or puppets of the characters that was used in the next stage as supporting material while telling the myth. These pre-telling activities were used to engage the participants with the myths that were told later on during the storytelling session, and also to familiarize them with the target vocabulary that was focused on the following activities.

The second stage was the while-telling in which the myth was told in Spanish by the storyteller. However, the storyteller used the target vocabulary in English to present the previous stage. After having told the myth the first time in Spanish, Using the target vocabulary in English, the storyteller told the myth again completely in the target language making use of the material previously produced by the participants to support the participants' understanding of the different situations presented in the myth. The storyteller

supported by the extensive use of body language and gestures while telling the story in the target language to facilitate the participants comprehension.

Finally, the third and last stage, the post-telling, was the stage in which the participants showed their comprehension of the target vocabulary presented in the two previous stages. The participants were assessed through different and simple activities in which they were challenged to produce some outcomes that could be verbal or nonverbal. The simple activities that were used to assess the participants' knowledge of the vocabulary presented, to ask simple questions, resolve some matching worksheets, pointing activities, bingo activities, and memory games using vocabulary.

4.5 Resources and materials

In order to work with elderly learners, it was necessary for the practitioners to have enough knowledge about the different Colombian myths and legends in order to perform the storytelling sessions in an appropriate and engaging way. Also, the practitioners used flashcards of the well known characters that appear in the myths, places and different scenarios related to the stories, drawings representing the characters, color markers and cardboard for posters, puppets, puzzles, some other materials such as glue, scissors, tape and color papers were provided to participants to do the activities, to practice and also to share with their partners. As resources, practitioners have folders to store and keep elders' artifacts, journals and observations.

4.5.1 Assessment

Taking into consideration the elders' characteristics, conditions and limitations, the most appropriate way to assess their work and performance was first, through observation of participants' performance in terms of in-class activities development and class participation; second, through collection of participants' artifacts and monitoring their work in order to verify the accomplishment of the activity aim, third, by recycling vocabulary to check their capacity to use the vocabulary studied in previous sessions. This type of assessment aimed to determine their strengths as well as their aspects to improve in order to make the lessons and their learning process more meaningful. It also aimed at observing and

evaluating their ability to identify the vocabulary in different contexts or input provided as well as the correct pronunciation of the target vocabulary.

4.5.2 Instruments

With the objective to collect and analyze students' linguistic outcomes, students' responses and teachers' professional growth, the practitioners implemented 6 classes in which they used instruments as observations, journals and artifacts in order to obtain specific information about the participants' learning process.

4.5.3 Observations

At the moment to implement the classroom project, the roles of the practitioners changed throughout the process from the one who was presenting and explaining the activities, checking and monitoring participants work and give feedback, to the one who observed participants' behavior towards the lessons as well as their outcomes, emotional responses and performance. Such observations were written during the implementation, which was reflection in-action. Taking into consideration what was proposed by Donelly (2007), peer observation of teaching makes a relation between redesign and change aspects of personal meaning and professionalism, so the implementation could be beneficial for both; participants and practitioners in charge due to the sense of cooperation and reliable analysis of each other's performance.

4.5.4 Journals

According to Holmes (1997), journals help us by recording and describing the practices performed, feelings, and thoughts that will enable us to recreate experiences, have a critical point of view and also motivate us for additional exploration of teaching practices. Furthermore, journals were essential to the development of this project since it gave us more detailed information about the learning and teaching process of the participants as well as ideas to improve the teaching performance. Also, it allowed us to make reflection on-action. After each session, the write on the journal all the facts and information for further analysis such as learners' behavior, motivation, participation and linguistic performance, also, practitioners' performance and development of the class along the implementations. With the support provided by the Journals of every session implemented, we will keep on track of the

participants' progress, what went well during the implementation, and what could be improved to enhance the teaching performance since it will contribute to our personal and professional growth.

4.5.5 Artifacts

The artifacts are other instruments that will be used to activate elderly cognitive skills. These will serve as reflection-in-action during the implementation of the class. The artifacts that will be used in the classroom are matching worksheets, drawings, puzzles, among others. In addition, it serves as reflection-on-action at the moment to write the journals since it is necessary to take into account the learners outcomes.

5.0 RESULTS

5.1 Professional growth

During the development of this classroom project, we face different challenges in which we had to create strategies that helped us overcome those challenges presented in the development of the project. We can definitely say that during the process of finding possible solutions to the difficulties presented, we grew professionally. On the other hand, other aspects that we consider helped us in our professional growth during the development of this project were the reflection instruments such as the journals that help us to reflect in every class that we develop along the elders as well as the observation reports that we used to analyze upon the strengths and challenges presented in every implementation. We consider the reflection stage of this classroom project as a crucial element that helped us have an professional growth in our teaching performance. According to Fade (2005), reflection is a process that involves describing, analyzing and evaluating our thoughts, assumptions, beliefs, theory base and actions. That is to say, reflecting falls upon questioning procedures of what we did well, what we did wrong and what would be different in future sessions during the implementation in order to maintain the positive outcomes. Likewise it is still imperative to identify the aspects that were not carried out as expected with the intention of enhancing them.

5.1.1 Strengths

As the different sessions were completed, we noticed there were some aspects that can be highlighted as well developed and strong points during the development of this classroom project. The aspects that even though, at the beginning caused some inconveniences, were challenging and consequently needed to be substantially improved based on the feedback provided by the advisor, later on, they became in the support required to carry out the different lessons. Those aspects are the lesson planning in general, and the designing of material. Taking into consideration the overall process of implementing the classroom project, we can said that the previously mentioned aspects are considered as strengths.

When planning the lessons we think about the materials for each class and the way to achieve the objectives of every session. For this reason, selecting the proper activities that engage the participants for each implementation was essential for our classroom project since we needed to fit students' preferences and choose which activities they would like to do or how to narrated the story in an engaging way. Additionally, adapting the materials was necessary since we needed to engage students and activate their background knowledge while the stories were told, this was in order to connect their personal experiences with the content of the stories.

In order to achieve the objectives of the lesson, we always adapted and created materials with the purpose of supporting the Colombian stories to make them more attractive for the participants. At the beginning, using material was challenging, even, it was considered as a weakness since we used books, flashcards and other printed materials that were not as engaging as expected. Consequently, due to the lack of engagement with the material for the first session, the participants did not reacted appropriately and that lesson was not effective. However, after the first session, we realized that it was necessary to modify the material according to the participants' likes and interests in order to make the lessons more effective and appealing for them. For the next sessions the material required was carefully selected, modified, and even designed in order to fit the specific participant's needs. We consider that being so careful with the material used was one of the pillars that helped us conduct relevant lessons and also made us grow professionally. As states by Richards (2010) there are situations when the teaching materials do not fit the learners' needs and teachers require either to adapt available materials or to design their own materials for a specific teaching-learning context. We can say that selecting and adapting materials was a crucial issue which allowed us to identify the influence that materials had in the participants' learning process. Additionally, the design of the materials that we used was essential and allowed us to call students' attention and create expectations about the stories that were going to be told. For instance, in each implementation, students were given different materials to do crafts, design puppets, or play games such lotteries, puzzles among others. Thus, the participants were involved with each story and were motivated during the storytelling session.

It is important to mention that some of the aspects that were essential to include while designing the lesson plans were the principles of andragogy described by Knowles (1984) as five crucial assumptions regarding the main characteristics of adult cognitive development

during their learning process. The principles that we included more frequently in the lesson plans to be taken into account during the implementation were learners Experience due to the fact that participants were expected to use the background knowledge they had about the Colombian myths and legends in order to construct the new knowledge about the target vocabulary presented during the story. This principle was evidenced and how it worked during several sessions when the participants used their background knowledge about the myths told in order to tell a different version of it, provide extra information, or to ask for other vocabulary that was not contemplated in our version of the myth. One situation that exemplifies this aspect happened while telling the myth about the crying woman in which after we finish telling our version of the myth, one of the participants started telling a completely different version and also asking for some extra vocabulary required to tell his version of the myth. The other principle used in the lesson plan was Self-Concept which refer to the participants' matureness to advance from a dependent learner to a self-directed. We can say that all the participants were different from one another in terms of learning strategies. Due to the experience they had acquired throughout their lives, they already know which strategy best fits their needs. For instance, one participant took notes about the vocabulary presented during the storytelling sessions, another participant liked to write the pronunciation of the words mentioned in the stories. Finally, one participant preferred to have the vocabulary inserted in a language chunk that boost him to contextualize the new word. We consider that including the previously mentioned principles of andragogy helped the participants achieve their maximum potential in terms of the cognitive abilities required to start the learning process of a foreign Language.

5.1.2 Challenges

In terms of professional growth there were different aspects observed that required special attention. The challenges that will be described in this section are balancing the use of L1 and L2 used to tell the story, lesson planning objectives and use of time management during different activities specifically during the participants' interventions.

During the Storytelling sessions it was necessary to give instructions in L1 as well as in L2. For instance, when the instructions to develop activities were provided in English, most of the participants were distracted and felt confused as a result it was necessary to

provide instructions and explain the purpose of the activities using their native language. Consequently, we noticed that during the presentation of some stories it was challenging to have a balance between L1 and L2 since the vocabulary was complex to understand for them. For this reason, it was necessary to seek simple vocabulary just as true cognates in order to overcome this situation, and boost participants' learning during the teaching process. As a result, it was imperative to expose participants to the storytelling technique, in order to teach them vocabulary related to their background knowledge and providing them opportunities to familiarize with the use of the target language without censuring the use of the native language at some specific moments of the session.

In terms of planning there were some aspects that were challenging for us at the moment of carrying out the lessons such as the vocabulary that was going to be presented in the myths or legends and the way to perform the activities where the participants were enrolled. At the moment of planning each lesson it was a complex task for us to find vocabulary that sound familiar to the participants as well as easy to pronounce for them. For this reason, it was required to analyze what vocabulary could be presented in each lesson in order to achieve the objective of each session. Additionally, it was essential for us to recycle the target vocabulary that was presented in other sessions with the purpose of achieving the objectives of this classroom project. Furthermore, in general terms, planning the complete lesson as well as the activities to be implemented and the material required was an important challenge for us since the beginning due to the fact that we did not have experience working with this population (older adults). As a result, it was necessary for our advisor to double check every lesson plan and activity designed in order to provide us some feedback since she have long experience working with older people and also she gave us a different point of view that helped us improve the lessons. In addition, was mandatory for us to explore what activities could be developed in each class in order to encourage the students' participation in the different activities proposed, and helped them to achieve the pronunciation and meaning of the target vocabulary given.

To conclude, one last challenge that we evidence as the sessions were performances was the time management during the diverse activities proposed. This was due to the fact that the participants interventions were so extensive most of the times, even to talk about a

different thematic that was not related to the main topic. We realized that the participants used the time they were given to express personal issues and their experiences. This situation affected the development of the lesson in a negative way since it shorter the time we had available to perform the other activities that we had planned. In addition, it was problematic to deal with this situation because if we did not address this behavior appropriately, the participants could feel frustrated for not being able to express themselves. Consequently, it would affect students' participation in the other activites where it was necessary. For instance, in the session 7, one participant was intervening actively, when he was asked to respond one question regarding to *the alligator man*, he started answering the question however at some point he started talking about personal issues, thus, it affected the sequence of the lesson planning and the activities that were designed for the class. As a strategy to solve this problem we established 2 minutes for each participant at the moment to talk. It prevented the participant to extent very long in the interventions.

5.2 Students Responses

At the beginning of the implementations, considering the population that we were going to be working with (older adults), we were prepared to face different challenges in terms of the participants' reactions and willingness to do the different activities proposed, in spite of that, we found that most of the participants had a great enthusiasm to participate and to learn. According to Tatar (2005), the active class participation plays an important role in the success of education and students' personal development in the future. Also, according to Astin (1999), the students that are actively involved in the class, reports higher satisfaction and higher persistence rates. In this section we will be describing some of the strengths and positive aspects in regard to the students responses that we noticed during the implementation. Elseways, we will be also addressing some of the challenges and aspects to improve in terms of students responses.

5.2.1 Strengths

As it was mentioned above, one of the aspects that can be considered as a strength was the participants' willingness to perform the activities proposed and to participate in the lessons, even though we had the expectation of that aspect being a challenge to overcome during the implementations. Most of the participants always had a positive attitude towards learning that facilitated the teaching process. We consider that the main topic of the implementations that was Colombian myths and legends positively impacted the participants engagement during the lessons as long as they felt identified with some of the myths and legends, they actively participated in providing their point of view about the facts that occurred all along the storytelling time as well as telling their own versions of the myths they already knew. Regarding the students' background knowledge, Schallert (2002) defines it as a collection of "abstracted residue" that has been formed from all of life's experiences. Aligned with this, we made use of the great experience they acquired all along their lifetime as a relevant tool that increase the participants interest in the topic and consequently with the learning of the target vocabulary.

Based on Heaslip, Donovan and Cullen (2014). Students responses have been found to increase student's engagement and participation in the classroom. This means that

students' responses depend on how they are engaged in the activities based on their interests and learning needs. Something that we observed during the implementations was that some of the participants' interventions motivated others to participate as well so they can also show what they know.

Something to highlight is that during specific implementations, the participants showed an even higher level of engagement and interest, especially for the interactive activities developed just as the one developed in the fourth session, the myth told was "The One Foot Woman", and the participants were extremely engaged with the activity of making some puppets that were going to represent the different characters of the story. The purpose of making the puppets was not only to engage the participants while making them, but also to use those puppets they made as supporting material to facilitate comprehension while telling the story using the target language. It can be said that the participants really enjoyed that activity and they had fun by using the puppets they created to act as one of the characters of the myth and introduce themselves using some basic vocabulary. Some examples of what the participants said in the target language when introducing the characters they were assigned were: "I am the boss", "I am the husband", "I am the one-foot woman". In addition, another implementation in which the participants showed a very high level of engagement, was during the ninth session while the myth of "El Mohan" was being told. All the participants were deeply interested and attentive to the whole story. When the storyteller concluded, the participants were provided an activity in which they had to match one word with the corresponding picture based on the Myth (see image 1.0 in the appendix section). Positive responses from students were evidence as they were recursive in the sense of showing autonomous learning by finding the words in their notes taken during the narration of the legend. Aligned with this, we can mention one of the five principles of andragogy stated by Knowles (1984) which is Self-Concept. This principle of andragogy states that the learners have the sufficient maturity to pass from a dependent learner, to self-directed and more autonomous learner..

Furthermore, as long as the different sessions were implemented, one aspect to mention is that most of the participants were motivated to continue with the project and with their own learning process. Most of them always had a favorable disposition to start with the lesson and even they had the willingness to help us in whatever they had the opportunity, for instance, organizing the table and the chairs needed to start the class, or providing extra

material when it was required like dices and park chips. Since the beginning, when we started the implementation of the project, and when we met the participants that we were going to be working with (approximately 7 older men), we thought they were going to be a small group and that we might have some difficulties to carry out the whole project. However, the vast majority remained in almost all the storytelling sessions. Only one participant quit the project, but it was due to external factors. s if some of them decided to abandon the project since the attendance to the lessons was completely voluntary, however, the vast majority remained in almost all the lessons until the end (there was only one participant who quit the project, and it was due to external factors). Based on the previously mentioned aspects, it is clear that all the participants of the project had an intrinsic motivation for learning the target language, rather than extrinsic. According to Knowles (1984) one of the five principles in andragogy is motivation, and when it comes to older adults, that motivation is definitely internal as they are not required to learn a foreign language, specially at their age, except their internal desire for personal development. Despite of the fact that they may never use the language due to their current condition, the context in which they are located, their age, and the non-existent opportunities they have to use English in their daily life, We can assume that they do not possess external sources of motivation to learn a foreign language, therefore we assume that what kept all the participants actively involved in the lessons was their internal wish for learning and also to have something that keeps them mentally active and psychologically distracted.

5.2.2 Challenges

On the other hand, there were some elements in terms of students' responses that can be considered as challenges and in which we had to work additionally in order to find different strategies that helped us overcome those difficult situations. The challenges that we identified in the first three implementations were the inclusion of what were considered by the participants as complex vocabulary, specially during the pronunciation stage. When the participants were presented this kind of vocabulary they did not reacted so well, they look confused and it was evident their lost of interest. Another challenge that we noticed in terms of students' responses was some of the participants' reactions it was perhaps to their age that they become more sensitive and conflict thus they need extra attention. Certainly, trying to

find different strategies that help us to surpass these two challenges previously mentioned aid us to improve not only the planning of the lessons, but also the next implementations.

In terms of the first challenge mentioned above that was the presentation of what was considered by the participants as complex vocabulary, and how some participants reacted negatively to this. One example of a bad reaction from a participant towards complex or difficult vocabulary occurred during the second implementation in which we covered the myth about “*The Crying woman*”. In this myth we decided to include vocabulary like “*Night*” and “*Basket*” which appeared to be difficult to pronounce and to remember for them. After they were presented the target vocabulary, they were asked to repeated it and unfortunately none of them could reproduce it accurately, thus, the practitioner made participants repeat the words many times until it was evident they were frustrated and losing their interest to continue with the next activities. Possibly, the participants did not retain the vocabulary and the pronunciation, due to the difference in the words in Spanish and in English. The previously described situation, made us reconsider how we plan the lessons. In terms of lesson planning, it was necessary to take into consideration the participants’ limitation in terms of understanding and pronouncing of complex vocabulary, therefore, we had to carefully select elementary vocabulary what Beck, McKeown, and Kucan (2002) classify as ***Tier One vocabulary*** that can be defined as the most basic words that hardly require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Additionally, we tried to include true cognates as the target vocabulary in the different lessons with the intention of facilitate the participants comprehension and production (pronunciation) of the new vocabulary.

Another challenge we faced with regard to students’ responses was that some participants had a harsh reaction when they considered they were not being given the proper attention they deserve during the development of some activities. It can be exemplified during the development of the fifth implementation in which it was covered “Guatavita and the Legend of El Dorado”. When the participants were given the instructions to develop an activity in which they had to make a craft. The final product was supposed to be the head of an indigenous person made with fomi paper representing the characters mentioned during the storytelling sessions (See image 2.0 in the appendix section). During the development of this activity, every participant was given all the material needed to complete the craft,

nonetheless, due to a lack of material (fomi paper of a specific color), one of the participants was not given what he needed to complete the activity so, we addressed the situation by telling him not to worry since we were going to find some extra material. At that point we got distracted for a few a minutes helping the other participants and resolving doubts. A couple of minutes had gone by thus the participant got offended so, he got up from his chair, he said that he was not given the material needed and for that reason he was going to leave the session even though it was not completed yet. It was necessary to tackle the situation and calm him down immediately. Then, we looked for the material needed so he could continue with the rest of the lesson. After this incident, we perceived the participants' sensitivity towards certain attitudes or circumstances, consequently, it was mandatory for us to be more conscious about every participant and what they may be feeling during the lessons with the purpose of avoiding situations as the described above. Moreover, according to Glasser (1975), in his book *"Reality Therapy: a New Approach to Psychiatry"*, he stated "Unless a patient becomes actively involved with at least one person in a better way than he is now involved with anyone, he will be unable to fulfil his needs" (p. 9). It means that the participants, especially at their age require extra attention so they can feel comfortable to establish a connection with the practitioners and consequently get involved with the different activities proposed in order to avoid the participants feeling despised and underestimated.

5.3 Linguistic outcomes

When we started the implementation of this classroom project, we were conscious that the main purpose was to teach some English vocabulary to older people, for that reason, we were prepared to observe and to keep record of every single progress and production from the participants. Therefore, in this section we will be addressing the different linguistic outcomes observed along the different implementations of this classroom project. To have a clear concept of what can be considered as a linguistic outcome in this section, we can say that it is every single evidence that the student is using, or consciously comprehending a linguistic element with an specific purpose. Accordingly, we can say that the linguistic outcomes observed during different activities had some strengths that will be described below as well as some challenges in which we had to work and therefore find some solutions or strategies that fit the participant's limitations in order to foster their language production.

5.3.1 Strengths

As the first sessions were completed, we noticed that there were many positive aspects in terms of the participants production, or the so called linguistic outcomes that can be consequently divided in terms of verbal outcomes which will be concerned with every oral production executed by the participants, we also have the non verbal outcomes that will be concerned specially body movements that in one way or another show the participants comprehension of the target vocabulary and the accomplishment of the main goal of an activity. We can say that this technique favored the participants production of different vocabulary that therefore can be considered as a progress in their linguistic outcomes.

To begin with, as it was mentioned above, one of the strengths to be mentioned with regards to the participant's linguistic outcomes observed during most of the implementations was the oral production. During different activities included in the lessons, it was possible to observe and listen to the participants making use the target vocabulary taught during the storytelling session. We evidenced that most of the times, the participants made use of that vocabulary in isolation for instance when they were asked specific questions such as "*what is this?*" when pointing to a flashcard, and the participant just produced the word represented in the image without any context or complement. For Example: "Night, or Woman".

Nevertheless, it is also important to mention that in different occasions, all the participants were also documented using more elaborated language when they were asked to do it. As seen in the implementation number four (4), "*The One Foot Women*" in which the participants were asked to produce the target vocabulary, but using it in a specific context. At certain point, after the participants finish making the puppets that represented the character of the story that they were assigned, they were asked to introduce such character (see image 6.0 in the appendix section) by saying "*I am the _____*". At the end, all of the participants were able to complete the task successfully. Moreover, it is also important to mention that one of the participants usually made spontaneous interventions using the target language with a suitable structure and according to the context. An example of this occurred during the same implementation when the participant, after having finish the activity of introducing all the characters according to the puppets they made, he said "*She is the beautiful woman, and she is the ugly*" also making use of the target vocabulary taught during that lesson. As a result, we realize that we do not have to underestimate the participants, different from that, it is necessary to challenge them in order to obtain meaningful linguistic outcomes.

To continue, another strength with regards to the linguistic outcomes observed during the different implementations of this classroom project was the use of non verbal features that show the students' comprehension of the intended vocabulary. A linguistic outcome is considered to be everything that has to do with students' performance to produce, identify and remember the target vocabulary gained during the storytelling sessions, Consequently, the non verbal actions performed by the participant that requires a cognitive effort in order to identify or recognize a grammatical structure as well as an specific word from the target vocabulary and then perform a non verbal action for instance a body movement is a clear example of a linguistic outcome. We observed many examples of this category of linguistic outcomes in activities such as when completing matching worksheets, performing pointing activities, or playing modified table games with a teaching purpose. In the implementation number five (5) in which we told the myth about "*Guatavita and the Legend of El Dorado*" one of the activities designed was to play a modified version Domino game in which the participants were expected to match one image of the target vocabulary for that lesson with the corresponding written form of the word (see image 7.0 in the appendix section). Even though some participants were confused at the beginning when they were given the instructions to complete the Domino game, because they were provided completely in English, after having practiced the first time, all of them got the idea of the game and the

task was successfully completed. most of the participants were able to match the image of the target vocabulary with the corresponding written form and then complete the Domino game as it was expected.

5.3.2 Challenges

In terms of linguistic outcomes, there were some challenges that we evidenced and faced during this classroom project. One of these challenges was the pronunciation of some words, that were complex for the participants to pronounce and retain the meaning of it. We noticed that when some complex vocabulary was presented in some myths and legends the participant got confused and distracted, and it affected the development of the activities planned for the storytelling session. Another challenge that was identified along the teaching and learning process was the translation of some words and phrases, we noticed that when some questions were asked in English to the participants in order to analyze their understanding, they were not competent to answer it in English. Thus, it was required to translate the question making emphasis on the target vocabulary, however, the participants supported their answers in Spanish pointing an image or word. For this reason, it was mandatory to check words that sounded familiar to the participants, recycle stories where the vocabulary could be presented again, use attractive illustrations and body language when telling the stories in order to have a meaningful learning and introduce the vocabulary in a familiar context that help the participants feel comfortable and achieve the goals of the session.

In regards to the first challenge highlighted before that was the pronunciation of some complex words, and the troubles that the participants had at the time to pronounce and

remember the meaning of them. We evidence that in the myth “*The Alligator man*” there were some complex words *such as witch, potion, fisherman, and alligator* that were challenged for the participants, we noticed that those words were complicated for the participants since they did not recognize or perceive certain English sounds. For instance, it was arduous for them to pronounce /ʃ/ instead they pronounced /tʃ/ which in Spanish is the sound of /CH/ like Chile). For this reason, we decided to write the words on a piece on paper and show them to the participants in order to explain them the pronunciation of those words .Another evidence was observed in the myth “*The one foot-woman*” where the participants had difficulties pronouncing the words *mouth and teeth*. These words with /th/ sound were pronounced with a Spanish /t/ sound. For example, the participants did not say /'ti:θ/ for teeth, they said /'tɪt/ instead; in some cases, they just said /'tɪ/. It also happened with the word mouth /'maʊθ/ where the participants pronounced it /maut/. According to Avery and Ehrlich (1992) sound patterns of the mother tongue are transferred into the foreign language. Thus, when the sound is absent in the native sound inventory, the learners might not be able to pronounce the sounds. Combining sounds rules in the native language might be different from the target language. Stress, rhythm and intonation patterns of the native language might be transferred to the target language. All these factors might cause problems for learners because the rules are language-specific and can vary from one language to another.

In the same way, it can be said that the learner’s age play a crucial factor that can affect pronunciation during the learning process. Lenneberg (1967) relates the theory of Critical Period Hypothesis where children between 2 and 13 can achieve native-like proficiency in acquiring a foreign language, notably pronunciation. In this case we can say that is easier for children to internalize the pronunciation of the target vocabulary than adult learners. Loewen, Reid (2011) states that older learners of a foreign language can rarely reach native-like fluency and pronunciation. Based on the author statement, we can say that

the participants had troubles pronouncing some complex words because those words did not sound familiar for them so they could not make associations with the words they already knew in Spanish. For example, in the myth “The whistler” the participants pronounced the word “Bones” as it was written in Spanish not using the correct pronunciation. Thereby, we started thinking about possible solutions to surpass this challenge, one of the solutions that helped us to teach vocabulary was presenting vocabulary that sounded familiar in Spanish for the participants. For instance, in the storytelling session of “*The black widow, and the legend of el Dorado*” we showed to the participants words such as *forest, man, mountain, lake*. We observed that the participants were able to identify and pronounce easily these words since it seemed familiar for them to infer that was the meaning of those words in English.

6.0 LIMITATIONS

This classroom project was implemented in a home for older adults located in the city of Pereira, which was based on the context of teaching English vocabulary through myths and legends and although the implementation showed successful results in learning a foreign language, this project also faced some limitations that will be mentioned in this part of the paper. The limitations included population that was involved in teaching new vocabulary and the difficulties of some of the participants at times in acquiring the new input. Throughout the interventions in the older adult's home, practitioners realized that although the implementations were well prepared, there were limiting factors when it came to giving lessons. The limitations were related to external factors that directly and indirectly affected the class sessions, such as some unexpected events on the part of the personnel in charge of the home at the time of distributing food, or some activities that had other people who were going to pray and who had been authorized at the same schedule in which we gave the classes of English, noise in the workplace and finally some factors that were directly related to the participants who in some occasions wanted to stop attending to the lessons.

To begin with, we must remember that the population that volunteered for this project was an elderly population. One of the negative impacts when implementing the class was that caregivers often distributed food to the adults at times when we were in the middle of a lesson. This situations prolonged the classes taking more time than proposed, consequently, This did not allow the participants to pay attention to the activities that we proposed. The schedule arranged to implement the lessons in the nursing home was usually presenting problems in most of the activities, since the classes were implemented between 2:00 pm and 4:30 pm every Saturday in the afternoon. For example, some Saturdays a priest were in charge of conduct a pray session with the older adults living in the home at the same time in which we were making use of the main living room to conduct the English lessons. Therefore, it was limiting due to the fact that many participants wanted to be actively involved praying with the priest. Also, it is necessary to stress that the personnel of the nursing home used to interrupt some lessons in order to serve some beverage to the participants.

Another type of limitation that we meet as practitioners was that we needed an appropriate place with as low noise as possible, so that distractions by external sounds such

as the street noise, TV noise, or music did not distract the participants from the activities proposed. different from that, the implementations were carried out in the main living room of the retirement home that also served as a dining room. In this place, where the English lessons were developed, was very noisy since most of the older adults living in the home were there usually performing different activities, such as playing different table games, watching TV, listening to music, being visited by their families, or simply conversing with each other. In addition, the home was located in front of an avenue, the noise of motorcycles and cars passing along the avenue near the home greatly distracted the participants' concentration at the moment of listening to what the practitioners were saying, whether it was an activity, something related to the story being told or the target vocabulary being taught. As an example, in one occasion, a traffic accident occurred in the avenue just in front of the home. This phenomenon caused the participants to leave the workplace in order to observe what had happened, this event was an big interruption to the class since the participants were distracted around 20 minutes expecting how the person injured was going to be aided. As a consequence of this, some activities planned to be developed in that session, could not be done due to time constraints since the lesson plan did not contemplate a waste of time in something external to the session.

One of the least expected limitations was that on several occasions participants leaving the class because they had other activities to do, or they had to receive some visitors. In one of the implementations, one of the participants wanted to leave the session since he had not been given some material to make a craft. In addition, another unexpected limitation to the project was that one of the most active participants who had a great attitude and willingness to help during the different sessions since he usually helped us with the chairs and tables in order to educate the workplace, unfortunately had to leave the project, as well as the nursing home. As we notice later, the repentine departure of the participant was due to some external factors and inconveniences he had with the administration of the nursery home. We can say that the sudden withdrawal of the participant was a limiting factor for the project itself since it was not possible for us to make evident and to evaluate the participant's learning process in terms of the desire linguistic outcomes (English Vocabulary) as a result of the different activities developed during the implementations.

In carrying out this project, barriers or limitations must be identified quickly in order to have a clear vision of future problems under similar conditions and to be able to prevent

related situations. Due to the limitations and challenges specified above, we consider that elaboration of this project had a proper preparation and development because it took into consideration the purpose of the activities and the age of the participants. To emphasize, the design of the lessons, handling the external noise, and the use of a methodology oriented towards the use of English vocabulary in specific contexts was appropriated.. Finally it can be said that the project accomplished the main objectives in general terms since we as practitioners have created a good relationship with the participants which was reflected in an enriching and reciprocal learning environment. It allowed the participants to extend, relate, learn, understand the new vocabulary and the content of the classes in a greater percentage, which means that it was rewarding both, we as practitioners, and for them as participants.

7.0 PEDAGOGICAL IMPLICATIONS

This classroom project helps to provide to a new perspective in the field of teaching English into a nursing home in the city of Pereira. This experience was enriching and meaningful to all the members who make this project possible. During the execution of the project, we identified a set of situations that we consider relevant aspects to take into consideration in future projects related to a similar population or methodology, also considering the location, available resources, the physical and cognitive conditions of the participants and the previous knowledge of the students, and the design of the materials according to the population. One thing to emphasize was that the implementation demonstrated that the repetition strategy allowed students to increase their ability to learn and use English vocabulary.

For the use of the materials, these had to go according to the interests and the conditions of the older people. In this classroom project we as practitioners were able to identify that the older had particular preference for the board games such as cards, dice, ping pong. That is why we made use of the board games however, they were modified for teaching purposes in order that participants were able to show the vocabulary of the myth learned. Furthermore, the use of images, pictures cards, and visual aids was an essential factor that allowed the participants to observe the target vocabulary that was going to be assessed later on. We can also say that the inclusion of hands on activities were positive pedagogical tools that enhance the participants motivation since it was clear they enjoy this kind of activities specially, making handicrafts such as puppets.

Another aspect we as practitioners took into consideration were the opinions provided by the participants towards the class procedure. For example, if participants realized that they did not understand the content and methodology of the class (due to the fact that sometimes most of the content was in English), participants suggested a different way of presenting or explaining the content. It was essential to pay attention and implement the participants suggestions in terms of the teaching methodology, or the development of certain activities because in that way, they may feel more comfortable and motivated to continue with their learning process of the target language. on the other hand, not taking into consideration or ignoring the participants suggestions would lead to a lose of interest and motivation in the

lessons and activities. These suggestions are important because, as stated in the andragogical assumption as stated by Knowles (1984), it is essential for the development of the class, the motivation of the participants towards the class and their learning process involving the students in the planning.

Finally, this classes project corroborated that the English education across myths and legends was a big strategy since we all know most of common histories and that activates our previous knowledge about the topic and according to this the students of the retreat house were able to make use of common materials but taken to a more creative field such as the use of stockings, cutlery and which drives in a more active way an attractive process for this population; On the other hand, the participants learned vocabulary in English applied to daily life.

8.0 CONCLUSIONS

This Classroom project was carried out in a nursing home in Pereira, Risaralda. Its main purpose was to teach English Vocabulary to the older people living in the nursing home. To achieve this purpose we made use of the storytelling technique with the Colombian myths and legends in order to take advantage of the participant's background knowledge of their native language and use it to boost their learning of simple English vocabulary. In this section we reveal a set of conclusions based on the methodologies and strategies implemented as well as the results obtained with regards to the professional growth, the student's responses, and the Linguistic outcomes

To begin with, we might start by saying that in terms of professional growth, it is important to highlight that we had to surpass a variety of difficulties while planning as well as while implementing the different lessons taking into consideration the population we were working with and the special needs that they require. Dealing with this not only helped all of us to grow professionally and personally but also provided us a valuable experience in the teaching field that will be helpful for our future professional lives. Additionally, the instruments of reflection used along the implementation of this classroom project such as journals and observation reports played a crucial role for improving the lessons themselves since we could analyze, reflect and find possible strategies to the challenges presented in the teaching process.

secondly, with regards to the students responses, before starting the implementation stage of this classroom project, we were expecting to have some challenges when trying to get the expected participant responses to certain activities, however we evidenced that if the planning stage is well developed, also the activities proposed are appropriated and carefully selected taking into consideration the participants needs and likes, there should not be any difficulties when expecting proper responses and reactions to the lessons. It is also important to mention that it takes time and effort to acquire the required sensibility not only to select proper activities for the older persons that they enjoy and motivate them to continue the learning process of the foreign language but also to know how implement those activities in an appealing way for them since as we had a experience that made us realize they are very sensitive, and consequently, they require a lot of attention all the time to make sure they will have positive responses in general towards the activities proposed.

Finally, regarding the linguistic outcomes, since the main purpose of the entire classroom project was to teach English vocabulary to older people, we gave an special focus to the participant's linguistic outcomes. We made everything possible to record and document every sample of language produced by the participants, taking into consideration the verbal as well as the non-verbal linguistic outcomes observed in the different implementations. at the end of the implementations and when analyzing and checking the data collected, we realize that the participants had a wider vocabulary range, therefore we can say that the main objective oh the project was reasonably achieved.

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10.0 APPENDICES

his link contains all the information related to this classroom project (Journals, Observations, Evidence, and Lesson Plans)

<https://drive.google.com/drive/folders/179f4ayvMX1sp6Az-3UWcwRh9NvUhnTnF?usp=sharing>

Image 1.0



Image 2.0



Image 3.0

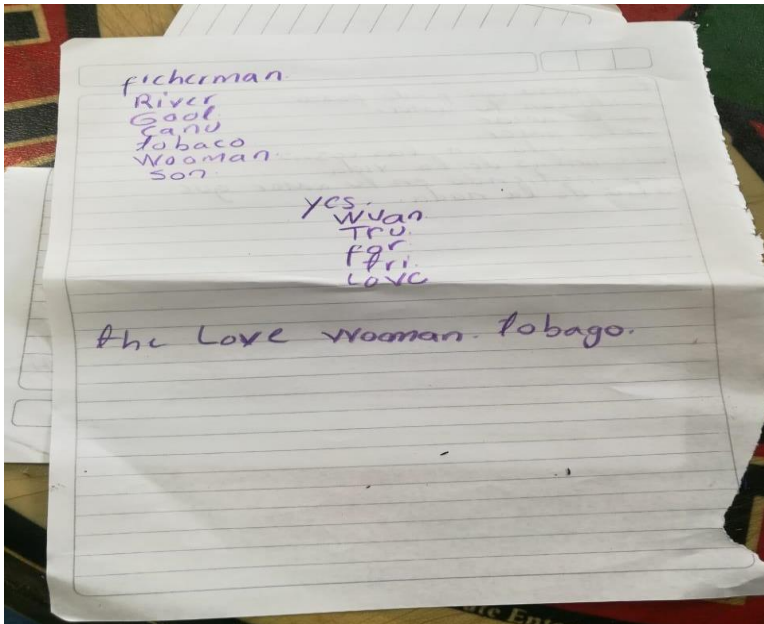


Image 4.0



Image 5.0

